

Fluency **ENGLISH** Word Program

Kindergarten through Sixth Grade

The First

1,000

 English Words

"The Essential Title 1 Reading Resource"

ELEMENTARY SCHOOL GRADE LEVELS

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Fluency ENGLISH Word Program

Teacher Recommended Guidelines

1,000 Words Requirements per Grade Level			
Grade Level	1000 Folder Color	Number of words per grade level for year	Time: Seconds to complete 100 word list
PK	N/A	EOY – first 20 words	N/A
Kinder	N/A	100	130 seconds
1st	Blue	600	120 seconds
2nd	Purple	1000	110 seconds
3rd	Green	1000	100 seconds
4th	Yellow	1000	95 seconds
5th	Orange	1000	90 seconds
6th	Red	1000	85 seconds

Color Code for Each 100 Word Sheet (Recognition Purposes)									
1st 100 Words	2nd 100 Words	3rd 100 Words	4th 100 Words	5th 100 Words	6th 100 Words	7th 100 Words	8th 100 Words	9th 100 Words	10th 100 Words
Bright Pink	Light Yellow	Light Green	Light Blue	Light Pink	Gold	Dark Green	Dark Blue	White	Gray

1000 Words Fluency Folder Testing and Practice guidelines

(Allows the students to practice and master word fluency via basic word recognition)

It is recommended that classroom teachers use an Excel monitoring spreadsheet to track their (classroom) students' progress. When testing students individually during the week, use a hard copy/print of that spreadsheet so the teacher can readily mark student progress in pen/pencil, then update the computer Excel monitoring spreadsheet at later time for efficiency purposes. Use shorthand codes on the hard copy to make the process easier. For example, use a system such as this: On first 100 words (pink page) column 1 and 2 mastered = p1 or p2, may represent a student that has finished only the pink, column 1 and/or 2 only. Hence, the teacher knows where to begin with the child at the next session as well as hold the student accountable for previous words that the student has demonstrated mastery. When testing the student on a word list, please vary the direction of word recognition movement from not only top to bottom of a column to bottom to top, so the student does not memorize the order of the words by rote. It is noted that whatever is repetitively and consistently practiced with students is what will be learned and permanently ingrained. The structure of this program allows the classroom teacher to quickly run through the word lists with the majority of their students, and then focus on newly enrolled students which should be a manageable number of children each school year.

Each student in the classroom should be tested on the words individually each week. This can be done during weekly assessment times while the other students are working independently. For

primary grades, this can also be done during recess or at the start of each day as students are busy working on the morning warm-up or an independent activity. By week's end, a teacher may easily access every child in the classroom, and set-up a routine with students where each student knows what day of the week they will be tested. Again, this type of process establishes a manageable routine for the classroom teacher.

A principal can easily monitor each classroom by requiring each classroom teacher's Excel monitoring spreadsheet be emailed every Friday afternoon for quick review. If a teacher or a principal would like a copy of the Excel monitoring spreadsheet after purchasing this product, please email the author at bahelwig@gmail.com and a copy will be promptly emailed for immediate teacher/school use. Please state in the email subject line "Request Excel Fluency Spreadsheet" so the email is not confused with spam.

If a student does not master a list completely, the student must study the words and be retested. It is highly recommended to NOT move the student forward to a new list until a current list is mastered. Of course, this means not all students will be on the same list. After a word list is mastered, it is suggested that the teacher periodically go back to recheck (spot check) to be sure the student has retained the words. It is also suggested that the student should NOT be permitted to skip around on the page until the entire list is mastered sequentially by columns or rows. Again, the teacher should check up and down a column or back and forth on a row to ensure the child truly knows the words by sight recognition.

The words should be reviewed frequently throughout the instructional day. It is suggested that the teacher post the words on the wall and review them as an opening exercise in the day and as a transition exercise in their daily lessons. Two feet by three feet sized posters are easily made of these ten ~ hundred-word lists using current scanning technology for placement in each classroom. Another method for students to practice the words on a list as the teacher lines up students to exit the classroom. This can be accomplished by calling on tables or students individually and provide them an oral learning opportunity. Another method is making a game out of practice with the children with a minimal reward for success of extra recess (3 to 5 minutes) for instance. It is recommended to orally read the 100 words whole group (except kindergarten classrooms – in kindergarten, it is suggested to do 10 words per week or every two weeks) to ensure the students hear the correct pronunciation of each word. It is suggested students read the words chorally with the teacher several times a day as a class as they begin the fluency word program for at least the first 300 to 400 words, beginning in 2nd grade. In 1st grade, it is recommended the first 200 words. In this manner, students have heard the words pronounced correctly and the teacher does not need to work with each student on the same task.

These words represent the most common of the English words and they appear in over 85% to 90% of the words in print in any vetted third (3rd) grade reading passage or chapter in a book. It is essential students do NOT struggle in reading these basic words, so they can concentrate and process on words that are not as common. Otherwise, the student depletes their 'mental CPU capacity' while reading or trying to read the most basic words. Consequently, at the end of a sentence or paragraph, the student is unable to recall or comprehend the meaning of the reading they completed only seconds before.

This fluency program is an easy program to implement regardless of teacher experience; however, it is highly, highly endorsed that both structured phonics and phonemic awareness programs be implemented

in each primary classroom as parallel language development programs. A phonics program teaches children to decode by sounds (i.e., phonemes) so they are able to read any word; however, these basic words must be ingrained for success in reading, especially in rural and urban Title 1 schools.

The fluency time provided in the table above are higher and not as stringent as compared with normally accepted reading fluency times that stress quicker fluency rates. The rates are easier to afford immediate student success. However, the fluency rates listed in the table above may be easily lowered after the first or second year of program implementation when the students have demonstrated success at the fluency rates provided in the table above. However, after mastering these word lists, the teacher should discover students' desired word per minute reading rates have improved dramatically over a short period of time since the student is more successful with independent reading from more successful practice.

The above table lists colors for 100-word lists and colored folders per grade level. These colors are provided as an example only and may be altered to fit the teacher or school color preferences, of course. However, it is highly recommended to use a color-coding system on at least the 100-word sheets as a minimum. It is easier for the classroom teacher to manage the program and easier for the student to recall their current word list they are studying. Furthermore, homework has two general requirements: 1.) Homework should be repetition on what was learned that day (i.e., the work should not be new material that night) and 2.) Homework helps provide discipline and student self-management. Hence, assigned homework for a student learning a whole-language word list is very easy for most students to study independently at home or with a parent or sibling. If the student hails from a home that speaks a different language other than English, the homework should still be relatively easy to complete with adequate class practice reviews during the instructional day.

The 1,000 Word Fluency Program's first 800 words are the exact same words as the (800) Non-Negotiable English Word Program also available for download. This is not an accident. The programs have different purposes but both should be implemented together. The fluency program is designed to improve a student's fundamental literacy flow and the Non-Negotiable Word Program is for improving basic writing ability; however, they have a symbiotic positive effect on heightened student learning since both programs address problematic areas for elementary students, especially for students attending rural and urban Title 1 schools. In summary, globally implemented programs at schools must be value added and the two global programs should not inflict any negative affect or compete with any other program on the campus. This is the case with both of these language programs. Finally, the reason that one program has 800 words and the other program has 1,000 words is so students, teachers and administrators can readily distinguish between the two programs.

A reward system is recommended with this global program. Especially in primary grades after each student completes a 100-word sheet and a small gold star is placed on their paper or whatever the teacher finds doable to easily reward the child for their work.

The primary reasons the fluency program is effective is for the following: 1.) In Title 1 elementary schools, many of the children in the primary grades are not well practiced independent readers as their higher socioeconomic peers; hence, they have not had sufficient repetition with the most basic English words to ingrain them to rote memory. The enclosed fluency program corrects this academic deficiency, and the economically disadvantaged children are able to build a more advanced vocabulary since these English basic words are mastered and higher concepts may be more

readily taught. 2.) Standardized testing is often timed (i.e., in Texas, the reading STAAR Texas Education Agency test is a timed 4 hour examination) requiring a student to be tested in both fluency and comprehension. Hence, the student must be able to read fluently or they will not complete the examination in the allotted time! The fluency program affords student this ability, and the classroom teacher is then able to focus primarily on the comprehension reading requirement for testing.

Standard commercially purchased reading programs generally possess a fluency list associated with each level of reading. The list of words at each reading level might only be 10 to 15 words per level, but in a classroom of 20 or more children, it is difficult for even the most organized teacher to hold each student accountable to so many different word lists. The enclosed fluency word lists make this process much more manageable. The list of words is general, so ALL students are held accountable at ONE time with a set and easy standard to follow. All commercial reading level fluency lists are the same words in the 1,000-word program whereas the teacher of any level of teaching experience may hold their students accountable.

Finally, it is the author's professional opinion that this fluency program should be implemented school-wide. The first year of implementation may be difficult, but the succeeding years of implementation are both effective and efficient both horizontally and vertically across grade levels. In the 4th, 5th and 6th grades when the students have demonstrated reading scores above 75% or 80% on the previous year's standardized State assessment completed with a time requirement, those students may be exempted from the program since basic fluency is not a deficiency in their reading ability. This process will save time in testing students for fluency issues, so the number of students to work with at those grade levels should be significantly lowered.

First Hundred English Words

Name _____

a
about
after
again
all
an
and
any
are
as
at
be
been
before
boy
but
by
can
come
day
did
do
down
eat
for

25

50

from
get
give
go
good
had
has
have
he
her
here
him
his
how
I
if
in
is
it
just
know
like
little
long
make

75

man
many
me
much
my
new
no
not
of
old
on
one
or
other
our
out
put
said
see
she
so
some
take
that
the

100

their
them
then
there
they
this
three
to
two
up
us
very
was
we
were
what
when
which
who
will
with
work
would
you
your

Second Hundred English Words

Name _____

also
am
another
away
back
ball
because
best
better
big
black
book
box
both
bring
call
came
color
could
dear
each
ear
end
far
find

25

50

first
five
found
four
friend
girl
got
hand
high
home
house
into
kind
last
leave
love
left
live
look
made
men
may
more
morning
most

75

mother
miss
near
name
never
next
night
only
open
over
own
people
play
please
present
pretty
ran
red
read
right
run
saw
say
school
seem

100

shall
should
soon
stand
such
sure
tell
than
these
thing
think
too
tree
under
until
upon
use
want
way
where
while
white
wish
why
year

Third Hundred English Words

Name _____

along
always
anything
around
ask
ate
bed
brown
buy
car
carry
clean
clothes
close
coat
cold
cut
didn't
does
dog
don't
door
dress
early
eight

25

50

every
eyes
face
fast
fat
fine
fire
fly
food
full
funny
grow
gave
goes
green
happy
hard
hat
head
hear
help
hold
hope
hot
jump

75

keep
letter
longer
loud
might
money
myself
now
o'clock
off
once
pair
part
ride
round
same
sat
second
set
seven
show
sing
sister
sit
six

100

sleep
small
start
stop
ten
thank
third
those
through
today
tomorrow
took
town
try
turn
walk
warm
wash
water
woman
write
yellow
yes
yesterday
yell

Fourth Hundred English Words

Name _____

addition
age
ago
anyone
arm
art
attention
bad
behind
bill
blood
catch
cell
child
club
compare
cost
cover
create
current
date
deal
depend
detail
difficult

25

50

disease
drive
drop
effort
energy
fall
father
film
firm
forget
game
history
hit
horse
hotel
information
issue
item
join
late
let
library
lose
major
maybe

75

mile
model
month
normal
okay
page
pattern
pay
person
plant
prepare
profit
project
pull
quick
reach
record
remember
remove
report
result
rise
risk
sale
sea

100

send
share
shop
short
son
sort
speak
stay
step
street
suffer
summer
task
tax
term
title
top
understand
view
visit
wall
week
wide
wife
word

Fifth Hundred English Words

Name _____

able
add
afternoon
air
already
animal
baby
beautiful
became
begin
below
boat
body
boot
broke
build
cannot
care
careful
center
change
check
circle
class
clear

25

50

cloth
couldn't
dark
die
dinner
doing
draw
dream
dry
earth
easy
edge
else
everyone
everything
fair
familiar
fell
fight
fill
follow
free
front
half
happen

75

heard
heart
heavy
herself
hour
hurt
I'd
idea
inside
instead
job
kids
kill
lady
land
learn
length
line
list
listen
lost
lots
mixture
mountain
move

100

nice
ocean
pain
park
pass
past
picture
plan
real
reason
rest
save
ship
sent
sick
solution
talk
teach
that's
throw
wasn't
watch
width
window
yourself

Sixth Hundred English Words

Name _____

above
act
action
against
almost
although
among
area
become
began
being
between
business
children
church
city
company
country
develop
different
done
during
either
enough
even

25

50

ever
example
fact
family
feet
felt
few
form
general
great
ground
group
himself
honest
however
human
important
interest
its
it's
itself
knew
large
later
law

75

least
less
life
light
local
matter
means
member
mind
must
need
nothing
number
often
orange
order
per
perhaps
place
point
possible
power
president
problem
program

100

public
rather
room
several
shown
side
since
something
state
still
system
thought
time
told
toward
truck
well
went
whether
whole
within
without
world
yet
young

Seventh Hundred English Words

Name _____

across
affect
allow
apply
argue
attitude
award
bank
behavior
board
brother
case
chance
chapter
choose
claim
common
computer
contain
couple
dead
decide
describe
difference
discover

25

50

doctor
due
effect
enter
event
expect
explain
fail
feel
figure
final
floor
forward
garden
health
improve
increase
involve
leg
level
loss
lot
main
material
meet

75

minute
music
news
note
occur
oil
party
percent
piece
police
pound
practice
price
produce
purpose
quiet
raise
really
receive
recent
reduce
remain
replace
return
seat

100

sell
sign
simple
size
someone
sound
space
spend
stone
strong
success
surface
table
team
test
together
train
treat
true
unless
useful
various
village
voice
wait

Eighth Hundred English Words

Name _____

achieve
agree
answer
appear
appropriate
arrive
avoid
aware
bear
believe
break
building
cause
century
character
choice
community
concern
continue
court
daughter
death
demand
design
direction

25

50

division
education
enjoy
evening
factor
field
finish
foot
force
future
glass
goal
hair
hospital
husband
identify
introduce
king
language
lead
lie
low
machine
market
memory

75

moment
nature
necessary
offer
office
paper
parent
period
pick
poor
press
prevent
private
prove
question
ready
reflect
refuse
respect
road
royal
rule
science
sense
serious

100

serve
single
skill
smile
social
sorry
special
specific
story
student
study
suppose
teacher
theory
though
total
type
usually
value
war
wear
whose
win
wonder
wrong

Ninth Hundred English Words

Name _____

actual
amount
attack
attempt
available
beyond
blue
borrow
brought
busy
certain
charge
complete
connect
control
correct
daily
dance
decision
decrease
deep
deserve
desk
disappoint
doubt

25

50

entire
equal
evidence
except
excited
experience
false
farm
fear
feed
female
frustrate
further
gone
government
guard
guess
gun
hall
held
hundred
hunger
impossible
inform
island

75

lack
lay
led
male
meaning
middle
mine
minor
mister
modern
neither
nervous
north
organize
outside
paid
peace
pleasure
plenty
position
probably
property
proud
provide
punish

100

river
sale
season
seen
shake
shy
sky
soil
sometimes
south
spring
square
stir
stood
stream
strike
sudden
support
themselves
trade
truth
west
wing
worry
worse

Tenth Hundred English Words

Name _____

ahead
ancient
battle
beside
born
bridge
camp
chair
cool
count
cross
curse
danger
desire
distance
disturb
dollar
drink
dust
duty
earn
empty
encourage
enemy
escape

25

50

evil
excellent
explore
favor
file
fit
fix
flat
flow
forest
freeze
gas
heat
hill
honor
judge
key
leader
limit
mark
mass
master
melt
message
mouth

75

narrow
neighbor
nobody
none
obvious
opposite
perfect
plane
poem
pray
print
rain
recognize
remind
rich
scene
search
secret
shape
sharp
shelter
shoe
sight
signal
slip

100

soft
solid
somewhere
spoke
sport
stain
stair
straight
strange
surprise
surround
sweet
taste
thick
thin
touch
valley
vote
warn
wave
weather
weight
welcome
wind
worth